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ABSTRACT

This document contains guidelines that help Oregon schools meet the components of Oregon Administrative Rule 581-22-706, Emergency Plans and Safety Programs. The standard mandates that Oregon schools shall maintain a comprehensive safety program for all employees and students. School districts may alter the guidelines provided in this guidebook to fit local needs. Information is presented on classroom safety instruction, safety for the disabled, fire and earthquake safety and emergency procedures, emergency preparedness, building and site inspection procedures, building modifications, laboratory and playground safety, and vehicle safety-inspection procedures. A list of sources of help is provided. Sample policies and procedures are offered for the following: a comprehensive safety program; emergency plan; accident-prevention instruction; and safety devices, instruction, and inspections. Sample forms, checklists, and curriculum-safety handouts are also provided. (LMI)

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STANDARDS GUIDELINES

Safety in Oregon Schools
OAR 581-22-706

1994

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State Superintendent of Public Instruction

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Standards Guidelines

Safety in Oregon Schools
OAR 581-22-706

Oregon Department of Education
Salem, Oregon 97310-0203

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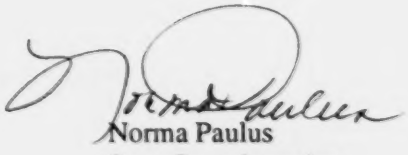
FOREWORD

Students and adults alike need to feel safe in schools if quality learning is to take place. Safety consciousness depends on everyone, so children must learn what constitutes a safe environment. To reinforce what they learn, their schools should be models of safety principles.

The guidelines on the following pages address Oregon Administrative Rule 581-22-706, Emergency Plans and Safety Programs. Checklists and other useful information are offered concerning school safety. Districts are free to use or modify the suggestions in these guidelines to best suit local needs.

Questions concerning safety should be directed to Roberta Hutton, Assistant Superintendent, Office of Curriculum, Instruction and Field Services, 378-8004.



Norma Paulus
State Superintendent
of Public Instruction

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Reminder:

The samples on the following pages are suggestions only; districts may alter them to best serve local conditions.

SAFETY IN OREGON SCHOOLS

The Standard*

Emergency Plans and Safety Programs

581-22-706 The school district shall maintain a comprehensive safety program for all employes and students which shall:

(1) Include plans for responding to emergency situations.

(2) Specify general safety and accident prevention procedures with specific instruction for each type of classroom and laboratory.

(3) Provide instruction in basic emergency procedures for each laboratory, shop and studio, including identification of common physical, chemical and electrical hazards.

(4) Require necessary safety devices and instruction for their use.

(5) Require that an accident prevention inservice program for all employes be conducted periodically and documented.

(6) Provide assurance that each student has received appropriate safety instruction.

(7) Provide for regularly scheduled and documented safety inspections which will assure that facilities and programs are maintained and operated in a manner which protects the safety of all students and employes.

(8) Require reports of accidents involving school district property or involving employes, students or visiting public, as well as prompt investigation of all accidents, application of appropriate corrective measures and monthly and annual analyses of accident data and trends.

Safety is an Attitude

A safe and healthful school environment depends upon the "safety consciousness" of all school employes and students. Employes and students should be reminded to be alert to safety and health hazards. They should be familiar with preventive measures to reduce the hazards and be ready for problems and accidents with clear emergency procedures. Safety is everybody's responsibility. All employes and students should:

Know the district safety policies and the specific procedures that are appropriate.

Know the district emergency plan and the specific duties that are appropriate.

Know the location of fire extinguishers, fire and earthquake alarm signaling devices, first aid kits, fluid spill kits, or supplies, telephones and telephone numbers for securing assistance.

* Safety-related rules, OARs 581-22-280 through 581-22-288 were repealed following the adoption of 581-22-706 on February 22, 1980, effective September 1, 1980.

Make full use of safeguards provided and avoid operating equipment when safeguards are not in place or in good working condition.

Make full use of protective equipment (headgear, eye wear, clothing, etc.) when required by the school district or appropriate safety codes.

Avoid removing, defacing or destroying any warning or danger sign; signs should not interfere with any form of accident-prevention device or practice.

Report unsafe conditions to supervisors or take immediate corrective action when situations require it.

Moreover, some staff members will be assigned particular responsibilities. Many of these responsibilities are specified or inferred in the suggested policy statements and checklist items beginning on page 15.

District Rules for Safety

Safety rules for employes and students should be developed in keeping with individual duties or activities. Rules may vary according to conditions locally, but they must meet the requirements of the law. *Employers* are responsible for providing safe employment conditions. Oregon-Occupational Safety and Health Act (OR-OSHA) can provide suggested safety codes for various jobs and facilities. (Address, page 4.)

OR-OSHA safety consultants will answer questions and, on request, review possible health or safety concerns to help find ways to eliminate them. Districts may request assistance from the safety consultants. State Accident Insurance Fund (SAIF) also provides free risk management, industrial hygiene and indoor air quality consultative services.

OR-OSHA poster Number 1188 must be posted in each building where employes work. These posters, copies of the Oregon Safe Employment Act (OSE Act), and other information may be obtained from OR-OSHA district offices in Portland, Salem, Eugene, Medford, Bend and Pendleton.

School districts also may request more comprehensive, courtesy inspections by phoning or writing one of the district offices of SAIF:

Astoria Office
1402 Marine Drive
Astoria 97103
(503) 325-7252

Beaverton Office
11855 Ridgecrest Drive
Beaverton 97005
(503) 644-3118

Corvallis Office
941 NW Spruce Street
Corvallis 97330
(503) 757-4175

Baker City Office
Baker Hotel
PO Box 270
Baker City 97814
(503) 523-6342

Bend Office
355 N Lafayette
Bend 97701
(503) 382-0322

Eugene Office
79 Centennial Loop
Eugene 97401
(503) 686-7529

Klamath Falls Office
4747 S 6th Street
Suite "D,"
Klamath Falls 97601
(503) 882-4454

Medford Office
999 Spring Street
Medford 97501
(503) 776-6020

Milwaukie Office
7931 SE King Road
Milwaukie 97222
(503) 777-2242

North Bend Office
PO Box 409
North Bend 97459
(503) 756-3118

Pendleton Office
115 SE 8th Street
Pendleton 97801
(503) 276-4130

Portland Metro Office
514 SW Sixth Avenue
Portland 97204
(503) 229-5881

Portland NE Office
11105 NE Sandy Boulevard
Portland 97220
(503) 257-4308

Roseburg Office
852 SE Stevens
Roseburg 97470
(503) 672-6665

Salem Office
400 High Street SE
Salem 97312
(503) 378-3411

The Dalles Office
404 W Third
The Dalles 97058
(503) 296-9173

Sources of Help in Oregon

OAR 581-22-706	Department of Commerce—Building Codes Division	Department of Commerce—State Fire Marshall	Department of Education	Executive Department—Emergency Services Division	Poison Control & Drug Information Center	State Accident Insurance Fund	OR-OSHA	Insurance Carrier	Local Fire Department	Local Police Department
Comprehensive Safety Program			1 2 3 6			2 3 6	1 2 6			
(1), (3) Emergency Plan		1 2	1 2 3	1 7					2 3 4 8	
(5), (2) Accident Prevention Instruction		3 7	1 3 5			3 7 8	3 7 8	3 6 7	1 3 8	
(7) Safety Inspections	1 2	1 2	1 3			3		3	2 3 4	3 4
(4) Safety Devices	1		1 3			6 7 8 10	1 2 3 10			
(6) Safety Instruction			1 3		6	3		3 6	1 4	1
(8) Accident Reporting Systems			1 3		6 11	9	1 9			

1 Rule Making
2 Official Inspections
3 Advisory Inspections
4 Local Support
5 Model Curriculum
6 Publications
7 Films
8 Personnel Training
9 Report Forms
10 Posters
11 Emergency Consultation

Department of Commerce
428 Labor & Industries Building
Salem 97310
378-4100

Executive Department
155 Cottage Street NE
Salem 97310

State Accident Insurance Fund (See page 2.)

Department of Consumer and Business Services
OR-OSHA
350 Winter Street NE
Salem 97310
378-3272 or
1-800-922-2689

Local manufacturing industries
(lumber, metals, electronic, etc.)

Poison Control & Drug Information Center
U of O Health Science Center
3181 SW Sam Jackson Park Road
Portland 97201
225-8968 (in Portland)
1-800-452-7165 (outside Portland)

Outside Oregon

National Safety Council
444 N Michigan Avenue
Chicago, IL 60611

SAIF

SAIF Corporation's Risk Management staff will assist you in meeting the requirements of the lock-out/tagout standard. If you need help, call your local SAIF office listed below.

Baker City Office
1928 Court Street
PO Box 270
Baker City 97814-0270
(503) 523-6342
1-800-285-8535

Bend Office
20370 Empire Avenue, C8
Bend 97001-5746
(503) 382-0322
1-800-285-8530

Corvallis Office
1873 NW Ninth Street
Corvallis 97330-2144
(503) 758-1294
1-800-285-8552

Eugene Office
72 Centennial Loop, C110
Eugene 97401-2444
(503) 683-6700
1-800-285-8560

Medford Office
2862 State Street
Medford 97504-8450
(503) 770-5815
1-800-285-8550

North Bend Office
3090 Broadway
North Bend 97459-2222
(503) 756-3118
1-800-285-8565

Pendleton Office
115 SE Eighth Street
PO Box 1534
Pendleton 97801-0418
(503) 276-4130
1-800-285-8590

Portland Office
15333 SW Sequoia Parkway
PO Box 2775
Portland 97208-2775
(503) 598-1212
1-800-285-8570

Roseburg Office
2285 Stewart Parkway
Roseburg 97470-1649
(503) 672-6317
1-800-285-8575

Salem Office
555 13th Street NE
PO Box 14210
Salem 97309-5028
(503) 371-2126
1-800-285-8525

Telecommunication Device for the Deaf
1-800-283-0989

Classroom Safety Instruction

Learning about safety may be incorporated with any school activity. However, special instruction is needed in the areas of transportation (including driver and traffic safety education), home, fire, recreation, school, medical self-help and disaster (emergency) preparedness. Goals similar to the following will be needed when planning instruction in safety:

Students will be able to apply safe practices in occupational and recreational activities.

Students will be able to identify hazards, assess risks and make appropriate decisions regarding safety.

Students will demonstrate respect for life and property.

Suggested below is one way to meet such goals through a comprehensive safety program.

- Coordinate safety instruction within all curriculum areas. Safety education should be taught at all grade levels (K-12). Instruction in safety can be included with such curriculum as:

Art	Technology Education	Physical Education
Driver Education	Language Arts	Science
Health	Mathematics	Social Studies
Home Economics	Music	Vocational Education

Cover such topics as:

Emergency Preparedness	Pedestrian Safety	School Bus Safety
First Aid	Playground Safety	School Safety
Fire and Earthquake Safety*	Seasonal & Vacation Safety	Traffic Safety
Home Safety	Tool & Equipment Use Safety	Water Safety
Safety at the Workplace		

Special units and courses should be developed, as needed.

- Current accident statistics, research findings and materials developed in other communities should be used in the curriculum.
- Students should be tested prior to using tools and equipment.
- Community resources should be utilized as an integral part of the program.
- Supplementary safety education should be encouraged outside the school environment.

* *Fire Safety Skills* (Available through Office of the State Fire Marshall, 1988) contains suggested K-12 activities for every classroom.

- Students should be tested periodically to assess their safety skills and attitudes.
- Adequate funding needs to be made available for instructional personnel, equipment, materials and supplies.
- Teacher training and preparation may be enhanced through inservice or college level courses.
- Foremost, promote safety in the school and community.
- Encourage field trips and planned excursions.
- Invite the public to safety activities sponsored by the school.
- Call on community resource people and parents to participate in safety activities.
- Inform parents about seasonal and vacation safety, accident statistics and research findings, hazards in the community, the purposes of the school safety education program and suggested home safety activities.
- Provide speakers to explain the school's safety program to civic and service organizations, business leaders, local industry and local government.
- Involve school personnel in community-wide committees concerned with safety who have participated in the school's safety program.
- Utilize the services of an advisory committee composed of students and staff members, representatives of police, firefighters, health agencies, motor vehicle clubs, business and industrial groups, civic and service organizations, parent-teacher organizations, local media, colleges and universities.
- Ask for advice and assistance from local police, firefighters, civil defense, health agencies, safety councils and motor vehicle clubs to help identify and correct school and community hazards and provide protective measures.*

Safety for the Disabled

Public Law 101-476, Individuals with Disabilities Education Act (IDEA), requires that students who are disabled be provided the least restrictive educational environments possible. In other words, many disabled students who formerly were housed in self-contained special education classrooms, now must be assigned to regular classrooms. This may pose safety problems for disabled students who may need special help to learn what should be done or who will assist them in an emergency. Teachers of the disabled should be aware that it is not enough to instruct these students in emergency procedures; students must be able to *do* what they are supposed to do during such situations as a fire or earthquake

* The foregoing section on "Classroom Safety Instruction" is adapted from *Administrative Guidelines for School Safety*, published by the Missouri Department of Elementary and Secondary Education, August 1977.

alarm, or an accident on the playground. Simulations of such situations may help students grasp what is expected.

However, disabled students should not be singled out unduly. Those who are capable of learning safety procedures should be given the opportunity to do so.

All teachers, including substitute teachers, should be informed about disabled students in their classrooms, especially teachers of vocational technology education, laboratory sciences and physical education.

Regular classroom teachers should be able to call on special education personnel to help them teach the safety program to students who are disabled. The principal of the school should inform teachers of this service.

It may help to develop a checklist for ensuring that safety and emergency precautions have been provided for disabled students. (See Sample Practices, page 25.)

Fire and Earthquake Safety and Emergency Procedures

ORS 336.072(2) requires that "at least 30 minutes in each school month shall be used to instruct children in grades one through eight on fire and earthquake dangers and drills." The same statute requires the state Department of Education to develop and distribute educational materials for fire and earthquake safety education.

The requirement for fire safety was met in 1988. A team of elementary and secondary teachers and fire services personnel produced the K-12 *Fire Safety Skills* manual. It was distributed to both schools and local fire chiefs who provided inservice assistance for teachers in its use. Grade level sets have been placed in over 80 percent of the elementary grades and are being widely used. New activities are added each year to keep current with new requirements and technology involved in detecting, reporting and fighting uncontrolled fire. Both the total manual and grade level sets can be obtained without cost through the State Fire Marshall's Office, 4760 Portland Road NE, Salem, OR 97310, or by calling 378-3473.

Additionally, the district administrator, in accordance with applicable ordinances of local fire departments, is required to schedule, conduct and record monthly fire and earthquake drills in all buildings and facilities under control of the school district.

The district safety officer should have fire and earthquake emergency information published and posted in prominent locations and make sure that employes are familiar with the following information:

Location and operation of nearest alarm stations.

Proper procedures for summoning fire assistance.

Location and operation of nearest fire extinguishers or other firefighting equipment.

Proper emergency exit routes for both fire and earthquake when different.

Procedure for summoning emergency medical aid.

The district safety officer should verify that building safety officers are familiar with the fire and earthquake emergency procedures.

Building safety officers should assist the district safety officer in fire and earthquake drills. All students, employes and visitors should be cleared from buildings or work sites. When the district safety officer cannot be present to supervise a fire or earthquake drill, a building safety officer should conduct and record the drill.

The district safety officer or building safety officer should accompany fire marshall department inspectors during any on-site inspections of district facilities.

Emergency Preparedness

Emergency preparedness involves handling life-threatening events which affect both groups and individuals.

Buildings and Site Inspection Procedures

All school district facilities must undergo safety inspections periodically. (See form, page 23.) Inspections should be conducted by the district safety officer with the assistance of the building safety officer and at least one member of the building or district safety committee. When the district safety officer cannot be present to conduct the inspection, the building safety officer should conduct the inspection and forward reports to the district safety officer.

Inspect the following as needed, and add others as appropriate.

Fire and earthquake prevention — Be sure that extinguishers are accessible and of the appropriate type, exits are marked and unobstructed, alarms functioning, stairways clear and properly lighted, electrical wiring in good condition, emergency lighting functioning, flammable and combustible liquids properly stored and labeled, fire notification system functioning properly. Conduct fire and earthquake drills, as required. Provide orientation for new employes and substitute teachers.

Chemicals — Be sure that chemicals are stored and identified properly. Make appropriate protective equipment available; review safety procedures with employes.

Atmospheric conditions — Check for potential hazards involving fumes, toxic dust or other dangerous conditions. Be sure filtering devices are in proper working condition and that filter masks are available and used when appropriate.

Containers — Check for safe storage of materials; i.e., storage racks, safety cans, shelving, file cabinets, tool racks.

Electrical conductors and apparatus — Be sure that switches, wires, cables, controls, plugs, connectors and electrical grounding are in good condition.

Lifting devices — Be sure that elevators, scaffolds, etc., are in safe operating condition.

Machine guards and safety devices — Be sure that all removable and fixed guards and safety devices and attachments are in place and functioning properly.

Handtools — Check to be sure handtools are in safe operating condition.

Ear protection — Be sure ear protection devices are available, in proper condition and worn by personnel or students when appropriate.

Eye protection — Be sure that approved eye protection is readily available, in proper condition and worn by personnel and students when using tools and equipment or any other time there may be a danger of injury.

Building Modifications

Any building modification should be planned with safety in mind. Such modifications as creating or closing openings, moving walls, changing stairs or hardware on windows and doors, redecorating, etc., should be made only after proper authorization. Building modification should not adversely affect the health or safety of the occupants. The authorities who are responsible for approving building plans will require strict compliance with safety codes.

Laboratory Safety

A laboratory-subject teacher may find that assigning a student as a safety manager is a good educational strategy. On a rotating basis, all students could be assigned such duties as preparing materials, checking equipment in and out, keeping storage areas in order, setting up demonstrations and cleaning up. The student safety manager could supervise all assignments, perhaps by using checklists. (See Sample Practices, pages 25-58.) The teacher also may wish to maintain a weekly checklist that can be used each Monday or following any holiday, since some labs are used by others on weekends or during holidays and vacation periods.

The student safety manager in no way assumes responsibility for overall class supervision or approving safety practices. The teacher is responsible at all times. The student safety manager should never be left in charge if the teacher leaves the lab. If the teacher must leave the lab for an emergency, students should be given explicit instructions regarding power tools or hazardous materials.

A student safety manager should be chosen according to previous performance records and dependability. Instruction should be provided for the student by the teacher.

Playground Safety

Potential school playground hazards continue to come under study as a result of information gathered by the federally sponsored National Electronic Injury Surveillance System (NEISS). National data show that more than 118,000 children are taken to hospital emergency rooms each year due to school playground accidents.

Oregon Administrative Rule 581-22-706 requires Oregon school districts to provide a "comprehensive safety program" for employes and students. The focus of this standard is on the term "comprehensive." As used in the OAR, it has been interpreted to mean that districts must adhere to all codes and/or standards set by state and national agencies governing schools and their facilities. Negligence laws also rely strongly on standards established by such groups as the U.S. Consumer Product Safety Commission (CPSC).

The CPSC has developed safety standards for playground equipment. Commission data show that the most common type of injury is the result of **falls** from equipment, and in many cases the cause of injury is the **surface** under the equipment. Equipment associated with high injury rates include: climbers, swings, slides, seesaws.

A. Equipment Checks

Equipment should be checked carefully for hazards which may be the result of design features such as sharp edges and points, pinch and crush points, protruding bolts, suspended hazards (e.g., swing seats), entrapment dangers at openings or angles and excess height. The standards proposed by CPSC, for example, would require any playground equipment having a direct fall height of 12 feet or more to be totally enclosed except for entrance and exit openings. Regular checks by maintenance staff may include, but are not limited to, the following examples of general concerns:

On swings, chains should be checked for links nearly worn through, opened "s" hooks and damaged seats.

Peeling paint and rust spots should be sanded and repainted promptly.

Wooden equipment should be checked for splinters, breaks and splits; deficiencies should be repaired or replaced.

Eroded soil around equipment should be replaced, preferably with approved surface materials at recommended depths. All cement equipment footings should be adequately buried and well maintained.

All rungs, handholds and footholds should be checked for loosening. All bolts should be tightened periodically.

B. Surface Under Equipment

Surface materials have been tested to determine the greatest drop height that could occur without exceeding a maximum impact force of 50G. (Impact falls above this level can cause concussion;

impact over 160G is potentially fatal.) To provide protection for drop heights up to 8 feet, these materials are effective:

* Properly maintained wood chips, 12 inches deep;
* Well maintained pea gravel, 8 inches deep;
* Properly maintained dry sand, 10 inches deep.

No cushioning materials should be used that do not meet the standard for a drop height of 8 feet. **Paving materials such as concrete and asphalt fail to meet the standard at drop heights above 6 inches.**

C. New Concepts in Playground Equipment

Many school districts are including the construction of creative playground equipment among their playground apparatus. This equipment utilizes construction materials such as cedar or redwood logs, galvanized pipe, large diameter cement culvert sections, and used tires. None of the equipment has any moving parts; the key concept is that children, not the equipment, do the moving.

D. Resources For Playground Information

For information regarding playground safety standards, consider:

Bruya, L.D., *Play Spaces for Children*, Vol II, American Alliance for Health, Physical Education, Recreation, and Dance, 1988.

Bruya, L.D., and S.F. Langendorfer, *Where Our Children Play*, Vol I, American Alliance for Health, Physical Education, Recreation, and Dance, 1988.

Handbook for Public Playground Safety, U.S. Consumer Product Safety Commission, Washington, DC 20207.

E. Guidelines for Safe Playgrounds include, but are not limited to:

District policy established for playground supervision, use and emergency care.

Safe rules of behavior discussed with all staff and students.

Instruction provided for performance in all activities.

Protective equipment is functional and in good condition.

Adequate supervision provided for space and number of participants.

Equipment and ground are developmentally appropriate and accessible for students of ranging age and ability.

Equipment and facilities regularly inspected and documented.

Administration informed in writing about any dangerous conditions.

Facilities and equipment repaired in a timely manner.

Adequate first aid supplies carried, or immediately accessible, by playground supervisors.

Attention to student injury is immediate and appropriate for the nature of the injury.

All accidents reported, documented on district forms and analyzed to determine potential changes for accident elimination.

Vehicle Safety Inspection Procedures

The district administrator should require regular safety inspection of *all* district vehicles. These inspections should be made and reports completed not less than annually by personnel responsible for all district vehicles.

Any employe using a district vehicle should report all operating irregularities to the person responsible for vehicle maintenance or to the district safety officer. All vehicle safety deficiencies should be corrected immediately.

Personnel responsible for district vehicles should verify by personal observation that employes using district vehicles are properly licensed and have the necessary skills for operating the type of vehicle used. Circumstances may require a chauffeur's or school bus driver's license. The district should provide inservice instruction to all operators of district vehicles.

An employe involved in an accident while using a private or district-owned vehicle on district business should comply with the following procedure:

Complete an on-the-spot accident report form and forward it to the district safety officer within 48 hours following the accident.

Notify the district safety officer as soon as possible after the accident.

Complete a proper Motor Vehicles Division (MVD) report for any accident involving $400 or more damage to any vehicle, or personal injury, or property damage. These forms may be obtained from any police department or MVD office and must be completed and returned within 72 hours either to the police department or MVD office. A copy of the form should be forwarded to the district safety officer.

The district safety officer should maintain files of MVD accident forms and on-the-spot accident forms involving district vehicles and district employes using their own vehicles on district business.

The district safety officer should be sure that a "School Bus Accident Report," Form 2250, is completed within 72 hours of a school bus accident and forwarded at once to Pupil Transportation Services, Oregon Department of Education, Salem 97310.

SAMPLE POLICY – COMPREHENSIVE SAFETY PROGRAM

A. Authority "The school district shall maintain a comprehensive safety program for all employes and students. . . ." (OAR 581-22-706)

Oregon Revised Statutes 654.001 through 654.295 and 654.991 establish authority for the Oregon Safe Employment Act ("OSE Act"). The purpose of the OSE Act is to provide safe and healthful working conditions for every working Oregonian.

B. Policy The district superintendent shall have overall responsibility for the current comprehensive safety program, including the emergency plan. All staff will be responsible to help maintain a safe and healthful environment. A district safety officer will be appointed to monitor all parts of the safety program, implement policies and objectives, interpret regulations, and provide leadership and guidance to staff. A district safety committee shall be formed and shall operate in accordance with OR-OSHA rules.

C. Procedures The district safety program shall provide for:

_____ A district safety officer.

_____ A district safety committee.

_____ A building safety officer for each attendance unit in the district.

_____ A safety instruction and enforcement plan which is given to each student and signed by parents or legal guardians.

_____ First aid to be administered only by the school nurse or the holder of a current first aid card.

_____ Policies and procedures for safety inspections, accident prevention inservices, accident reporting systems, safety devices and safety instruction.

_____ Emergency information on all students, giving telephone number, address, place where parents or legal guardians may be reached, and name and location of family physician.

_____ Identification of students with special problems to alert instructors.

_____ Compliance with the safety requirements of all regulatory agencies.

SAMPLE POLICY — EMERGENCY PLAN

A. Authority "The school district shall maintain a comprehensive safety program for all employes and students which shall:

(1) Include plans for responding to emergency situations. . . .
(3) Provide instruction in basic emergency procedures for each laboratory, shop, and studio, including identification of common physical, chemical, and electrical hazards. . . ." (OAR 581-22-706(1), (3))

B. Policy The district superintendent shall be responsible for developing a plan to respond to emergency situations, including those that affect total building populations, as well as situations affecting a single classroom or vehicle, or a personal emergency to an individual. All staff will be responsible for knowing the emergency plan and the duties specified for them; training will be provided to assist in meeting this requirement. Students will be given instruction in basic emergency procedures as appropriate.

C. Procedures The part of the written safety program dealing with emergencies shall provide a method for handling:

_____ Fire safety instructions and fire drills.

_____ School bus emergency.

_____ Severe weather conditions.

_____ Bomb threat.

_____ Earthquake safety instructions and earthquake drills.

_____ Civil disturbance.

_____ Nuclear threat or disaster when:

_____ Sufficiently warned.

_____ Insufficiently warned.

_____ Medical services and first aid and an emergency medical plan (to comply with provisions of OAR 22-65-0 through 22-65-6) as amended by Workers' Compensation Division.

_____ Evacuation procedures for all students, including those with special needs, permanently posted specifically for each room in each facility.

SAMPLE POLICY — ACCIDENT PREVENTION INSTRUCTION

A. Authority "The school district shall maintain a comprehensive safety program for all employes and students which shall: . . .

(2) Specify general safety and accident prevention procedures with specific instruction for each type of classroom and laboratory. . . .
(5) Require that an accident prevention inservice program for all employes be conducted periodically and documented. . . ." (OAR 581-22-706(2), (5))

B. Policy The district superintendent shall develop an accident prevention inservice plan for each school year. The accidents reported the previous year will be examined, and the plan will include a prevention program for those with the highest frequency. Safety procedures for doing all types of work in the district will be explained.

C. Procedures The part of the written safety program dealing with accident prevention inservice will provide for:

_____ Instruction to help all staff members fulfill their safety responsibilities, both general and assigned.

_____ Instruction on all equipment and vehicles and all safety regulations for each work area.

_____ Instruction and practice on the location and use of fire extinguishers, fire and earthquake alarm signaling devices, first aid kits or supplies, fluid spill kits, telephones and telephone numbers for securing assistance.

_____ Assurances that staff are trained to work in a safe manner to prevent immediate injury to themselves or others.

_____ Instruction for teachers to help students and others in implementing safety objectives outlined in the district program.

_____ Instruction on the proper procedures in completing accident reports.

_____ Instruction on the special precautions necessary to prevent accidents involving disabled persons.

_____ Make-up inservice training for staff who miss any district accident prevention inservice.

_____ Information obtained from district accident reports to be used to develop accident prevention inservice training content.

_____ Instruction in the practice of good housekeeping methods in all operations.

_____ Information pertaining to near accidents involving faulty equipment or procedures to be used to develop plans to correct potential hazards.

SAMPLE POLICY — SAFETY DEVICES

A. Authority "The school district shall maintain a comprehensive safety program for all employes and students which shall: . . .

(4) Require necessary safety devices and instruction for their use. . . ." (OAR 581-22-706(4))

B. Policy The district requires that employes use all safety devices and operating procedures that are mandated by federal and state safe employment laws and rules. Students using power equipment or performing laboratory operations for which safety devices are mandated for employes shall be required to use the same devices and procedures. All state and local building safety codes and fire/earthquake safety regulations shall be met in all district buildings. The instruction of all staff and students in the use of safety devices shall be documented in writing.

C. Procedures The part of the written safety program dealing with safety devices and instruction for their use shall provide for:

_____ Fire extinguishers adequately supplied, properly located, and regularly inspected and serviced.

_____ Proper kinds of safe wearing apparel to be worn in the manner specified for the job being done (protective devices for eyes, ears, hair, and feet; aprons, etc.).

_____ A well-stocked first aid cabinet in all laboratories.

_____ An examination of exits and hardware for them.

_____ Safety guards in place on all equipment.

_____ Storage of flammable liquids in buildings limited to two gallons in two approved containers at any single location.

_____ Storage of flammable liquids in quantities exceeding two gallons to be in an approved storage cabinet or in a place away from the school.

_____ Documentation of safety instruction and competency testing of personnel and students using tools and equipment.

NOTE: All staff and students should use safety devices at all times in all places. Not only may accidents be avoided, but insurance rates may be lowered.

SAMPLE POLICY — SAFETY INSTRUCTION

A. Authority "The school district shall maintain a comprehensive safety program for all employes and students which shall: . . .

(6) Provide assurance that each student has received appropriate safety instructions. . . ." (OAR 581-22-706(6))

B. Policy Appropriate safety instruction shall be provided for students in order that they will be able to identify hazards, assess risks and make and execute wise decisions regarding safety.

C. Procedures The part of the written program dealing with safety instruction shall provide for:

_____ General safety education goals appropriate to safety instruction coordinated across the curriculum at all grade levels — K-12, and for all classes.

_____ Safety instruction in all curriculum areas involving laboratory activities.

_____ Instruction in basic emergency procedures for each laboratory, shop and studio, including identification of common physical, chemical and electrical hazards.

_____ Instruction in specific accident prevention procedures for each type of classroom and laboratory.

_____ A written and/or performance test for students to measure their knowledge of safe working practices in the lab.

_____ Fire and earthquake safety instruction in keeping with ORS 336.072(2).

SAMPLE POLICY — SAFETY INSPECTIONS

A. Authority "The school district shall maintain a comprehensive safety program for all employes and students which shall: . . .

(7) Provide for regularly-scheduled and documented safety inspections which will assure that facilities and programs are maintained and operated in a manner which protects the safety of all students and employes. . . ." (OAR 581-22-706(7))

B. Policy The district superintendent shall establish a schedule for safety inspections for all buildings, grounds, facilities, vehicles and equipment. The person(s) making the inspection will sign a report indicating discrepancies and specifying actions needed for correction. A follow-up inspection will be made when correction is finished. A summary report will be given the board *at least once a year.*

C. Procedures The part of the written safety program dealing with safety inspections should provide for:

_____ Safety inspection procedures.

_____ A safety inspection form (Sample Practices, page 23).

_____ Safety inspection checklists for all laboratories and other instructional areas (Sample Practices, page 25-58).

_____ A safety inspection form for outdoor play areas and equipment.

_____ A policy on vehicle safety.

_____ A procedure to ensure corrective action for any unsafe condition.

_____ The district safety officer and the building safety officer both to be present when official facility and equipment inspections are conducted.

_____ District safety personnel periodically to review safety inspection records to verify implementation of the district plan.

_____ Pupil transportation equipment to be inspected daily and a log kept by drivers.

_____ Students, employes and visitors to report safety deficiencies whenever observed.

_____ Safety responsibilities assigned to staff members to correct deficiencies promptly.

_____ Prior approval of appropriate authority to be obtained before any building modifications are made.

Frequency of documented inspections:

	Daily	Weekly	Monthly	Quarterly	Semiannually
Buildings (exterior)				x	
Grounds				x	
Sidewalks, driveways					x
Parking lots			x		
Playgrounds		x			
Halls, stairs, ramps			x		
Storage areas (general)			x		
Flammable storage		x			
Arts/crafts labs	x				
Home economics labs	x				
Technology & vocational labs	x				
PE apparatus			x		
Science labs	x				
Boiler room		x			

Each area in each building will have an inspection schedule in accordance with the level of activity and the potential for hazards. As an example, an industrial arts lab should be inspected daily, while playgrounds might be inspected weekly or every two weeks. A safety steering committee should determine this schedule with help from a local citizen's safety advisory committee or an insurance company consultant.

Standard 706 Documentation

School Name _____

School Safety Officer _____

Number on Safety Committee:
_____ District _____ Staff _____ Student Population

Yes	No		
___	___	1.	Is district safety plan in writing (board policy)?
___	___	2.	Do goals and lesson plans reflect safety instruction?
___	___	3.	Is staff trained to respond to emergencies?
___	___	4.	Are hazards/hazardous materials identified?
___	___	5.	Are emergency procedures posted?
___	___	6.	Do records reflect fire, chemical, electricity instruction?
___	___	7.	Do records reflect accident investigation, analysis, board report?
___	___	8.	Number — current first aid card holders.
___	___	9.	Fire/earthquake drills documentation.
___	___	10.	Fire marshal report documentation.
___	___	11.	Electrical inspection documentation.
___	___	12.	Boiler inspection/permit documentation.
___	___	13.	Water inspection report documentation.
___	___	14.	Radon inspection documentation.
___	___	15.	Engineers — structural inspections documentation.
___	___	16.	Sanitary inspections documentation.
___	___	17.	Fire alarm inspection documentation.
___	___	18.	Record of teacher safety inservice (staff agenda or sign off).
___	___	19.	Student accident files.
___	___	20.	Staff — SAIF — files.
___	___	21.	MSDS files (location).
___	___	22.	Safety committee/officer file (records of minutes).
___	___	23.	Abated safety work orders (signed, dated).
___	___	24.	Health room (bathroom, vent, observe all).
___	___	25.	Completed hazardous substance survey.

___ ___ 26. Eye wash/drench shower (test documentation).

___ ___ 27. Chemical hood (test documentation).

ASBESTOS RECORD

Yes	No	
___	___	1. Is there a management plan?
___	___	2. Is it available for inspection?
___	___	3. Has plan been approved by ODE?
___	___	4. Are custodial and maintenance employes who work with asbestos trained according to federal/state regulations?
___	___	5. Are workers/building occupants informed yearly about inspections, response actions, reinspection and surveillance activities, etc.? How?
___	___	6. Are short-term workers who may come into contact with asbestos in schools provided information about ALBM? By whom?_____
___	___	7. Has a person been designated by the district to insure the management plan is being implemented? Name/position _____
___	___	8. Has this person been trained to implement the plan?

GENERAL SAFETY INSPECTION CHECKLIST

Yes	No	
___	___	All accidents are reported to supervisor immediately.
___	___	All injuries, regardless of nature or extent, are reported immediately.
___	___	Notices are posted when safety devices and safeguards are removed for any reason.
___	___	Spilled materials are cleaned up promptly.
___	___	Materials are stacked neatly and safely according to specific requirements.
___	___	Established walkways or aisles are taken; shortcuts are avoided.
___	___	Heavy or bulky materials are lifted according to instruction.
___	___	Horseplay and fighting are prohibited.
___	___	Alcoholic beverages, and other drugs, tranquilizers, and narcotics are avoided during working hours.
___	___	Mechanical and electrical repairs are made by authorized personnel only.
___	___	Proper safety precautions are used to keep hair from becoming entangled in machinery.
___	___	Rings, watches and jewelry are removed when operating electrically powered machines.
___	___	Machines are disconnected from power source before repairs are attempted.
___	___	Gasoline and flammable solvents are avoided when cleaning parts, floors, walls or other surfaces.
___	___	Eye and skin protection is used when working with duplicating fluid, typewriter cleaning fluid or other cleaning materials.
___	___	Students and staff are familiar with emergency numbers and procedures for obtaining assistance in any emergency.
___	___	Location or master power switch is known to all students and staff.
___	___	Well-stocked first aid and fluid spill kits are readily available.
___	___	Windows open in ways to avoid hazards to pedestrians.
___	___	Doors opening on aisles have safety zone.
___	___	Protective devices for eyes, noise, and/or air filtering are available and used when using tools and equipment or any other time there may be danger of injury.
___	___	Machines and equipment that are to be disposed of must be totally disabled by having the power plug or its equivalent removed.

Floors, Aisles, Stairs

Yes	No	
___	___	Handrails are in position and solidly anchored.
___	___	Stair treads are in good condition.
___	___	Worn or slippery stair treads are promptly reported and repaired.
___	___	Stairs are kept clear of loose objects and furniture.
___	___	Spills are properly cleaned up immediately.
___	___	Aisles and passageways are kept clear of storage and loose objects.
___	___	Warning markers are appropriately placed for wet floors, waxed floors, etc.
___	___	Holes, cracks, curled or frayed linoleum are reported immediately.
___	___	Needed repairs are promptly completed.
___	___	Extension cords are placed to avoid walkways.

Desks

Yes	No	
___	___	Desk drawers are closed when unattended.
___	___	Desk tops are free of sharp objects.
___	___	Letter openers, art crafts, knives, thumbtacks, pencils, and other sharp objects are properly placed in drawers to eliminate possibility of cuts and punctures.

BUILDING AND SITE INSPECTION CHECKLIST

Building and site changes and modifications should be remembered during safety checks. Below, "changes" means unintentional and usually unwanted differences resulting from natural forces, deterioration, use, neglect, abuse, or a combination thereof. "Modifications" means intentional efforts to make the building or site different in some way.

Building Changes

Yes	No	
___	___	Changes since the last inspection present no hazardous conditions.
___	___	Doors and windows freely open.
___	___	Electrical and mechanical equipment functions correctly, quietly, and without odor.
___	___	Buildings are free from cracks, loose parts, twists, warps; they are aligned, plumb, level.

Building Modifications

Yes	No	
___	___	Modifications have been made in conformance with plans reviewed and approved by the local building permit-issuing agency.
___	___	Additions, deletions, remodeling, retrofit, redecoration or change in function are appropriate for:
		_____ The building space.
		_____ Any door or window.
		_____ Door or window hardware.
		_____ Any mechanical or electrical equipment.
		_____ The cutting of any opening or blocking of any opening.

Site Changes

Yes	No	
___	___	Changes since the last inspection present no hazardous conditions.
		Conditions are free from:
		_____ Encroachment or infestation by growing plant or animal life.
		_____ The presence of dead plant or animal life.
		_____ Worn or damaged equipment.
		_____ Wet, damaged, realigned, or cluttered walking, driving, standing, or playing surfaces.

Site Modifications

Yes	No	
___	___	Modifications have been made with benefit of review and approval by all agencies as required.
___	___	Constructing, realigning, resurfacing, regrading, planting, removing, installing or disposing is appropriate for:
		_____ Roads and drives.
		_____ Landscaping.
		_____ Play equipment.
		_____ Athletic fields and devices.

_____ Structures and buildings.

_____ Drainage.

_____ Storage.

_____ Surfaces and finishes.

SAMPLE PRACTICES — CHECKLIST FOR HANDICAPPED

SAFETY AND EMERGENCY PRECAUTIONS FOR THE DISABLED

For teachers who have in their classroom:

Hearing Impaired Students

_____ These students are required to read the school's safety and emergency procedures.

_____ These students demonstrate that they understand the procedures.

_____ Each particular classroom teacher provides fire/earthquake-exit maps/directions for these students.

_____ A buddy system is used where appropriate (a hearing impaired student may need the assistance of a hearing student when an emergency arises).

_____ If the school's alarm system is solely a sounding alarm, the addition of lights may help to alert a hearing impaired student to an emergency (a hearing impaired student may be in a lavatory when a fire breaks out, or the hearing impaired student's "buddy" may be absent on the day a fire breaks out in a school).

_____ If a regular teacher feels the need for help in teaching emergency procedures to a hearing impaired or hard-of-hearing student, the services of a teacher of the hearing impaired should be requested.

Visually Impaired Students

_____ All safety and emergency procedures are read to and discussed with these students.

_____ These students demonstrate that they understand the procedures.

_____ A buddy system is used.

_____ The services of a teacher of the visually impaired are requested, when necessary, to teach students emergency procedures.

Mentally Retarded, Learning Disabled, Emotionally Disturbed Students

_____ All safety and emergency procedures are taught to these students in language they understand.

_____ These students demonstrate they understand what they should do in an emergency.

_____ A buddy system is used.

_____ The services of a special education teacher are requested, when necessary, to teach students emergency procedures.

Orthopedically Impaired and Other Health Impaired Students:

_____ These students understand safety and emergency procedures.

_____ Needed special equipment (wheel chairs, crutches, etc.) is always accessible.

_____ A buddy system is used.

_____ No architectural barriers hinder an orthopedically impaired student from exiting a building (exit time should not be unreasonably longer than the exit time for normal students).

STORAGE OF FLAMMABLE AND COMBUSTIBLE LIQUIDS

All flammable and combustible liquids shall be stored in specially designed and constructed cabinets as follows:

Metal Cabinets

The bottom, top, door, and sides shall be at least 18 gauge sheet steel and double walled with 1 1/2 inch (3.8 centimeters) air space. Joints shall be riveted, welded, or made tight by some equally effective means. The door shall be provided with a three-point latch arrangement, and the door sill shall be raised at least two inches (five centimeters) above the bottom of the cabinet to retain spilled liquids within the cabinet. The cabinet is not required to be vented.

Wooden Cabinets

The bottom, sides, and top shall be constructed of exterior grade plywood at least one inch (2.5 centimeters) in thickness, which shall not break down or delaminate under fire conditions. All joints shall be rabbeted and shall be fastened in two directions with wood screws. When more than one door is used, there shall be a rabbeted overlap of not less than one inch (2.5 centimeters). Doors shall be equipped with a means of latching, and hinges shall be constructed and mounted in such a manner as to not lose their holding capacity when subjected to fire. A raised sill or pan capable of containing two inches (five centimeters) depth of liquid shall be provided at the bottom of the cabinet to retain spilled liquid within the cabinet. The cabinet is not required to be vented.

All Cabinets

Cabinets shall be labeled in conspicuous lettering "FLAMMABLE — KEEP FIRE AWAY."

Note: Taken from Flammable and Combustible Liquids Code, Section 4-3, State Fire Marshall's Office, Salem, Oregon.

SAMPLE PRACTICES — FIRE EXTINGUISHER CHECKLIST

Location

_____ Accessible.

_____ Hanger mounted sturdily.

_____ Does not create hazard to traffic in area.

Mechanical Condition

_____ Seals are in place.

_____ No rust or corrosion.

_____ Gauge or indicator operational and in range.

_____ Nozzle and hose in good condition.

_____ No obstruction in nozzle.

Servicing

1. Waterfill or loaded steam. Type A
   a. Check at least monthly.
   b. Empty, check and refill annually.
   c. Maintain pressure on gauge in green area.
   d. Hydrostat test every five years (stainless) (date to be plainly shown on container).

2. Dry Chemical — A.B.C. — Multipurpose
   a. Check at least monthly.
   b. Refill if gauge is in RED.
   c. Hydrostat test 12 year iron, 5 year stainless.

3. Dry Chemical — Regular or other — B.C.
   a. Check monthly.
   b. Refill if gauge is in RED.
   c. Hydrostat test 12 years.

4. Carbon Dioxide: CO2: Type B.C.
   a. Inspect monthly.
   b. Check weight annually, refill if not right weight (weight stamped on vessel).
   c. Hydrostat test every 5 years.

5. Soda-Acid: Type AB — Loaded Stream
   a. Inspect monthly.
   b. Empty and refill with new charge annually.
   c. Hydrostat test every 7 years.

SAMPLE PRACTICES — CURRICULUM SAFETY CHECKLISTS

The checklists presented on these pages are merely a start. Teachers may expand upon them to serve their particular situations.

AGRICULTURAL SCIENCE AND TECHNOLOGY CHECKLIST

General

_____ Computers are supplied with surge protectors.

_____ Aisles are clear.

_____ Electrical plugs are properly grounded.

_____ Grinder tools are properly adjusted.

_____ All machines are guarded.

_____ Metal is stored securely.

_____ Metal in storage is kept from sticking out.

_____ Welding protective gear is in good condition.

_____ Tools are in proper places (e.g., cabinet, tool room on panel).

_____ Rags are stored in approved containers.

_____ Ventilation system is functioning.

_____ Fire extinguishers are adequate, proper type, accessible.

_____ Electric cords are coiled and hung in proper place.

_____ Work bench tops and work surfaces are clear and clean.

_____ First aid kit is complete and available.

_____ All wood is secure (both horizontal and vertical storage).

_____ Balcony areas are neat and orderly.

_____ Compressed air is less than 30 psi at nozzle.

_____ Compressed air nozzle is of approved design.

_____ Floor is clear of grease and oil.

Pesticides/Herbicides

_____ Pesticide containers are properly labeled.

_____ Pesticides are stored in locked, tight area.

_____ Signs are posted on storage area to warn fire fighters and others.

_____ Periodical checks are made for leaking containers.

_____ Chemicals are kept in original containers (not soft drink bottles, milk bottles or other food containers).

_____ Safety precautions and antidotes are prominently posted.

_____ Protective clothing (e.g., rubber gloves) is worn when required.

_____ Equipment is in good condition, not patched (e.g., hoses wrapped or patched).

_____ Empty containers are properly discarded.

ARTS/CRAFTS SAFETY CHECKLIST

_____ Eye protectors are clean and ready to use in all required areas.

_____ Only authorized persons operate kilns.

_____ Flammable materials are properly stored.

_____ Safety lanes are marked around properly installed and ventilated kilns.

_____ Aisles are clear.

_____ Storage facilities are kept neat and orderly.

_____ Oily rags are in proper container.

_____ Fire extinguishers are adequate, proper type, accessible.

_____ Tools are in proper places (e.g., cabinet, tool room on panel).

_____ Electric cords are coiled and hung in proper place.

_____ Proper ventilation is functioning.

_____ Bench tops and work surfaces are clear.

_____ First aid and fluid spill kits are complete and available.

_____ Toxic materials clearly labeled and in proper containers.

BUSINESS EDUCATION/OFFICE SYSTEMS SAFETY CHECKLIST

General

_____ Aisles are clear.

_____ Computers have surge protectors on the lines.

_____ Electric cords are in good repair (this includes ground prongs).

_____ Wall and floor receptacles are either covered or used properly.

_____ All audio video equipment is properly secured.

_____ Cords are secured to prevent tripping hazards and damage to cord insulation.

Duplicating Machines

_____ Minimum supply of fluid is on hand.

_____ Fluid containers are stored in metal cabinets.

_____ Spilled fluid is wiped up immediately.

_____ Machine is located in well-ventilated area.

_____ Machine is electrically grounded.

_____ Paper and fluid are stored in separate cabinets.

_____ Proper type of fire extinguisher is close to machine.

_____ Electrical and mechanical defects are promptly reported.

Paper Cutter

_____ Spring at end of blade holds blade in elevated position.

_____ Blade is locked down when cutter is not in use.

_____ Cutter is properly placed with adequate operating room.

_____ Students have received instruction for safe use of cutter.

Stapler

_____ All parts are in good working order.

_____ Students have received information for safe use.

Filing Cabinets

_____ Drawers are kept closed when not in use.

_____ Heavy materials are filed in lower drawers.

_____ All drawers are fitted with secure handles.

_____ Only one drawer is open at a time.

_____ Top of filing cabinet is kept clear of loose materials.

Chairs

_____ Chairs are used only as they were intended.

_____ Swivel chairs are mechanically sound.

Fire Prevention

_____ Wastebaskets are used only as intended.

_____ Fire/earthquake drills are conducted according to established policy.

_____ Paper and other flammable materials are kept away from light bulbs and open flame.

_____ Electric cords are in good repair (this includes ground prongs).

_____ Wall and floor receptacles are either covered or used properly.

_____ Fire exits are clearly marked, free of obstruction and open easily.

_____ Fire extinguishers are prominently located and accessible.

_____ Fire extinguishers carry up-to-date inspection tag.

_____ Extension cords are inspected at least quarterly for cuts and defects.

_____ Extension cords are connected appropriately to prevent damage to cord housing eliminating potential fire or shock exposure from wear.

_____ All room and building exits are clearly marked, accessible and free of obstruction.

_____ Decorations and accessories carry approved UL label.

_____ Flammable liquids are stored away from heat and flame.

_____ Burning candles are used only with specific authority.

_____ Fire safety instruction is given all students.

_____ Room heating units are kept free of materials.

(CHILD CARE IS FOUND UNDER HOME ECONOMICS)

FORESTRY/NATURAL RESOURCES

General

_____ Aisles are clear.

_____ Computers have surge protectors on the lines.

_____ Electric cords are in good repair (this includes ground prongs).

_____ Wall and floor receptacles are either covered or used properly.

_____ Chain saws are equipped with chain brake as available.

_____ Safety chaps are provided and used.

_____ Division 80 codes are available, utilized and adhered to.

_____ Hard hats are provided and used.

_____ Ear and eye protection is available and worn during required instances.

_____ Heavy equipment is guarded and well maintained.

_____ Operating labels and warnings are clearly marked on equipment.

_____ Cutting tools are properly guarded and maintained.

_____ Storage facilities are neat and orderly.

_____ Oily rags are in proper containers.

_____ Fire extinguishers are adequate, fully charged, properly located, accessible and available on or near equipment and in facilities.

_____ Staff and students know how to properly operate fire extinguishers.

_____ Tools are properly stored and secured.

_____ Work benches are clear of equipment and clean.

_____ Compressed air nozzle is of approved design.

_____ Grinder tool rests are properly adjusted.

_____ Welding protective gear is in good condition.

Pesticides/Herbicides

_____ Pesticide containers are properly labeled.

_____ Pesticides are stored in locked, tight area.

_____ Signs are posted on storage area to warn fire fighters and others.

_____ Periodic checks are made for leaking containers.

_____ Chemicals are kept in original containers (not soft drink bottles, milk bottles or other food containers).

_____ Safety precautions and antidotes are prominently posted.

_____ Protective clothing (e.g., rubber gloves) is worn when required.

_____ Equipment is in good condition, not patched (e.g., hoses wrapped or patched).

_____ Empty containers are properly discarded.

GRAPHIC DESIGN AND PRODUCTION

_____ Aisles are clear.

_____ Computers have surge protectors on the lines.

_____ Electric cords are in good repair (this includes ground prongs).

_____ Wall and floor receptacles are either covered or used properly.

_____ Paper storage and work areas are neat and orderly.

_____ Paper cutting equipment is properly marked with identifying warnings and guarded.

_____ Equipment has all guards and safety devices in place and operational.

_____ Chemicals are properly stored, handled and labeled.

_____ Flammable liquids are stored in safety cans.

_____ Chemicals are not discarded into sewer lines.

_____ Ear and eye protection is available and worn during required operations and in required areas.

_____ All rags are discarded in airtight containers.

_____ Operating instruction warnings are located on or near all equipment and machinery.

_____ First aid kit is available in the immediate vicinity.

_____ Electrical cords are not on the floor.

_____ The darkroom is adequately ventilated.

_____ Fire extinguishers are adequate, fully charged, properly located, accessible and available on or near equipment and in facilities.

_____ Staff and students know how to properly operate fire extinguishers.

_____ Eye wash area is available.

_____ Press danger zones are identified and adequate distance around the machine is provided.

HEALTH OCCUPATIONS SAFETY CHECKLIST

_____ Current medical standards and practices as it relates to the safety of the student and to patients will be included in the curriculum.

_____ Laboratory and storage areas are clean, orderly and free of tripping hazards.

_____ The importance of cleanliness and how it applies to all aspects of health care is a part of the curriculum and is observed by students in all lab and clinical settings.

_____ Floors are kept clean and moisture free.

_____ All lab equipment is properly maintained and sterilized according to medical office/hospital standards.

_____ All chemicals are properly labeled and stored.

_____ Protective gloves, eyewear, and clothing are available and used whenever a student might be exposed to body fluids.

_____ Used disposable materials are properly disposed of and waste baskets cleaned and sanitized.

_____ Safety inspections are conducted regularly.

_____ Chemicals, lab instructional materials and equipment are properly stored and locked when not in use.

_____ In laboratory settings and clinical sites, students will be given safety instructions as it relates to their own personal safety and use of equipment, supplies and patient care.

HOME ECONOMICS SAFETY CHECKLIST

Child Care Facility

_____ There is compliance with health and safety codes as defined by state and local administration. (Child Care Division, Health Department, Fire Marshall, Building Inspection)

_____ Emergency exits are identified and procedures are familiar to providers and children.

_____ Telephone numbers for fire department and emergency numbers are posted.

_____ Fire extinguishers are easily accessible and can be operated by all staff.

_____ Telephone or intercom is accessible.

_____ An emergency light source is available.

_____ Rooms have adequate lighting.

_____ Equipment not in use is stored and out of the way.

_____ Access to hazardous materials and equipment is eliminated.

_____ Outside play area is free of litter and equipment is safe and in good repair.

_____ Toys, equipment and furniture are free of sharp, rough, loose or pointed edges and in good repair.

_____ Electrical outlets accessible to children have protection caps or safety devices.

_____ Floors are free of sliding rugs and other hazards.

_____ Bathroom facilities are accessible to children and are under observations when in use by young children.

_____ Waste receptacles have been emptied before young children arrive.

_____ A proper ratio of adults to young children is present at all times. (Identified in the *Rules for the Certification of Child Day Care Centers*, Child Care Division.)

Quality Food Service Laboratory

Teachers should be familiar with Oregon Administrative Rules (Chapter 333), Food Sanitation Rules.

I. Facilities and Equipment

_____ Floors are free from litter and moisture.

_____ Food contact surfaces are easily cleanable, smooth and free of breaks, open seams, cracks, chips, etc.

_____ Clean and sanitized utensils and equipment are stored at least six inches above floor in clean, dry location.

_____ Spills are wiped up immediately.

_____ All electrical equipment is in proper working order and is unplugged before cleaning.

_____ Electrical appliances are connected and used only when students have dry hands and when standing on dry floors.

_____ Knives are kept sharp and stored in sheaths or storage rack.

_____ All equipment is checked periodically for proper operation.

_____ Careful handling of hot pans and dishes is practiced by using hot pads.

_____ Large quantity food supplies are properly handled by dividing into smaller quantities or using carts.

_____ First aid equipment and fire extinguishers are accessible.

_____ Appropriate equipment is available to extinguish ordinary fires, grease fires and electrical fires.

II. Proper Attire and Cleanliness of Workers

_____ When working in food service laboratories, proper clothing (aprons, lab coats) is worn and all jewelry has been removed.

_____ Hair is tied back and covered.

_____ Procedures for proper cleanliness is observed by all workers and reminders are displayed in appropriate locations.

III. Proper Food Protection Measures

_____ Good sanitation practices in handling food are followed by all workers.

_____ Foods requiring refrigeration are properly stored.

_____ Containers of food items are stored a minimum of 6 inches above the floor in a manner that protects food.

_____ Food products are properly labeled for storage.

_____ All toxic supplies are properly labeled and stored away from food items.

_____ Cutting boards are maintained and sanitized. The U.S. Department of Agriculture recommends cutting raw meat and poultry on plastic or acrylic boards. These boards are cleaned with hot water, detergent and bleach solutions after **each** use. Wood boards are reserved for cutting bread and vegetables (USDA) and are cleaned with hot water and detergent.

General Food Preparation Laboratory

_____ First aid equipment and fire extinguishers are accessible.

_____ Students know how to operate fire extinguishing equipment.

_____ Appropriate equipment is available to extinguish ordinary fires, grease fires and electrical fires.

_____ Floors are free from litter and moisture.

_____ Food contact surfaces are easily cleanable, smooth and free from breaks, open seams, etc.

_____ All electrical equipment is in proper working order.

_____ Electrical appliances are connected and used only when students have dry hands and when standing on dry floors.

_____ Sanitary practices are followed by all students (e.g., hand washing, hair is pulled back and/or covered, clean lab aprons or coats are worn).

_____ Cutting boards are maintained and sanitized. The U.S. Department of Agriculture recommends cutting raw meat and poultry on plastic or acrylic boards. These boards are cleaned with hot water, detergent and bleach solutions after **each** use. Wood boards are reserved for cutting bread and vegetables (USDA) and are cleaned with hot water and detergent.

_____ Foods requiring refrigeration are properly stored.

_____ Containers of food items are stored a minimum of 6 inches above the floor in a manner that protects food.

_____ Food products are properly labeled for storage.

_____ All toxic supplies are properly labeled and stored away from food items.

Clothing Laboratory

_____ Electrical cords are properly placed to avoid traffic lanes. If outlets are in floor, equipment is placed over the outlet.

_____ Irons are properly stored.

_____ Sharp instruments, such as scissors, seam ripper, razor blades, are used and stored properly.

_____ Students are given instruction on proper use of equipment (sewing machines and other small equipment).

MARKETING AND SCHOOL STORE (MARKETING LAB) SAFETY CHECKLIST

_____ The marketing curriculum includes appropriate safety instruction.

_____ Storage areas are kept clean and orderly.

_____ Food items in school store are properly stored.

_____ Floors are kept free from litter and moisture.

_____ Spills and food on floor are cleaned up immediately.

_____ Utensils used in preparing or serving food items are clean, properly sanitized and properly stored.

_____ Waste baskets are regularly emptied and cleaned/sanitized.

_____ All electrical equipment is properly grounded, kept in good operating condition and inspected regularly.

_____ First aid equipment and fire extinguishers are readily accessible.

_____ Glass display cases are cleaned regularly.

_____ Procedures for proper cleanliness is properly displayed and observed by students selling/handling food items in school store.

_____ Helium tanks for balloons are properly chained to racks or wall.

_____ Safety inspections are regularly conducted.

_____ Computers are supplied with surge protectors.

_____ Aisles are clear.

_____ Electrical plugs are properly grounded.

_____ Facility is checked and approved per state health regulatory agency.

INDUSTRIAL AND ENGINEERING SYSTEMS

Communication Laboratories, Drafting (See Graphics Design and Production)

_____ Aisles are clear.

_____ Storerooms, closets are neat and orderly.

_____ Guard on paper cutter is in working order.

_____ Ventilation is adequate around diazo machine.

_____ Computers have surge protectors on the lines.

_____ All audio video equipment is properly secured.

_____ Computers are supplied with surge protectors.

_____ Electrical plugs are properly grounded.

Electronics Technology

_____ Voltage on all electrical outlets is marked.

_____ Eye, noise, and air particle filter protectors are clean and in working order.

_____ Tools are hung on tool panels.

_____ GFI equipment is installed into all circuits.

_____ Storage areas are neat and orderly.

_____ Bench tops are all nonconductor material.

_____ Aisles are clear.

_____ Computers have surge protectors on the lines.

_____ Training stations use safe voltages with low amperage.

INTEGRATED TECHNOLOGY (This program would use a combination of labs.)

(Note: See *Media Center Safety Checklist* in later sections for more information.)
(Note: See *Music Safety Checklist* in later sections for more information.)

MANUFACTURING TECHNOLOGY LABS

Manufacturing Technology — Metal

_____ Eye protectors are clean and worn in chip-producing areas.

_____ All machines are guarded: Shaper _ Grinder _ Lathes _ Mills _ Welding _ Shear _ Bar Folder _ Brake _ Slip Roll _.

_____ Metal is stored securely.

_____ Metal in storage is kept from sticking out.

_____ Aisles are marked and clear.

_____ Materials are stored in proper location.

_____ All students wear shop aprons, shop coats, or coveralls (appropriate for specific labs).

_____ Welding protective gear is in good condition.

_____ Gloves for handling sheet metal are in good condition.

_____ Foundry area has proper safety equipment (i.e., sand pit for pouring, marked safety areas of work, special fire proof protective equipment) and is neat and clean.

_____ Tools are mounted on tool panel.

_____ Squaring shear block is in position.

_____ Rags are stored in approved containers and they are emptied daily.

Manufacturing Technology — Plastic

_____ Safety glasses are in use in all required areas.

_____ Ventilation system is functioning.

_____ Exhaust system on buffers is operating.

_____ Gloves are in good condition for handling hot plastic.

_____ Storage areas are neat and clean.

_____ Aisles are clear.

_____ Materials are stored in proper places.

_____ Flammable materials are stored in proper lockers.

_____ Buffing wheels are properly backed or surrounded by guards or walls to prevent material from being thrown by the wheel and causing injuries.

Manufacturing Technology — Woodworking and/or Construction Technology

_____ Work bench tops are clear and clean.

_____ Aisles are clear.

_____ Glue bench is clean.

_____ Clamps are stored neatly.

_____ All wood is secure (both horizontal and vertical storage).

_____ Balcony areas are neat, orderly, and free of wood dust particulate.

_____ Safety glasses are clean and used in chip-producing areas.

_____ All rags are disposed of in proper containers.

_____ Guards are in place on all machines: Table Saw _ Jointer _ Drill Press _ Band Saw _ Shaper _ Grinder _ Sander _.

_____ All students wear aprons or shop coats when working.

_____ Student safety manager checks list, notes discrepancies, and signs it each period.

_____ Wood is stored away from working areas.

_____ Stairways are clear.

_____ All flammable materials are stored in approved flammable materials cabinet.

_____ Cords present no tripping hazards.

_____ Power hand tools are stored neatly, have trigger on/off switches that turn off when released, and have undamaged cords.

_____ Power hand tools cannot be locked in "on" position.

_____ All machines are secured to floor.

_____ Guards are in place on all belts and pulleys.

_____ Compressed air is less than 30 psi at nozzle.

_____ Compressed air nozzle is of approved design.

_____ Tools are stored so sharp edges or points present no hazard.

_____ Project storage is neat and orderly.

TRANSPORTATION, POWER AND ENERGY, and MECHANICAL TECHNOLOGY LABS

_____ Aisles are clear.

_____ Computers have surge protectors on the lines.

_____ Electric cords are in good repair (this includes ground prongs).

_____ Safety glasses, noise protectors, and air particle filters are used in all required areas and when using tools and equipment.

_____ Devices for protection against asbestos are available and used when appropriate.

_____ All gasoline and flammable materials are stored in proper containers.

_____ CO^2 fire extinguishers are in sight, accessible and charged.

_____ Staff and students know how to properly operate fire extinguishers.

_____ Battery charging area is away from open flames.

_____ All cars are on safety jacks if raised.

_____ Floor is clear of grease and oil.

_____ Aisles are clear.

_____ Stored material is in storeroom.

_____ Bench tops and work surfaces are clear.

_____ Tools are on tool panel or in storage areas.

_____ Cars only stay in shop for maximum time (1 day, 1 week).

_____ Exhaust removing ventilation system is functioning and CO levels are monitored.

_____ Rags are stored in proper containers.

_____ All used rags are discarded in airtight containers.

_____ Equipment has all guards and safety devices in place and operational.

_____ Chemicals are properly stored, handled and labeled.

_____ Flammable liquids are stored in safety cans.

_____ Gas, oil, transmission fluid, anti-freeze or other chemicals are not discarded into sewer lines.

_____ Operating instructions warnings are located on or near all equipment and machinery.

_____ First aid kit is available in the immediate vicinity.

_____ Electrical cords are not on the floor.

_____ Eye wash area available.

MEDIA CENTER SAFETY CHECKLIST

General

_____ All carts designed for rubber mats are so equipped.

_____ Ramps are available for equipment transport.

_____ Aisles are clear.

_____ Electrical plugs are properly grounded.

_____ Equipment is stored with heavier equipment at the bottom and lighter items at the top.

_____ Production equipment is properly stored when not in use (e.g., paper cutter, etc.).

_____ Equipment on movable carts (e.g., VCR, TV, computers, projectors, etc.) are secured to the carts with a strap or other devices.

_____ Computers are supplied with surge protectors.

Duplicating Machines

_____ Minimum supply of fluid is on hand.

_____ Fluid containers are stored in metal cabinets.

_____ Spilled fluid is wiped up immediately.

_____ Machine is located in well-ventilated area.

_____ Machine is electrically grounded.

_____ Paper and fluid are stored in separate cabinets.

_____ Proper type of fire extinguisher is close to machine.

_____ Electrical and mechanical defects are promptly reported.

Paper Cutter

_____ Spring at end of blade holds blade in elevated position.

_____ Blade is locked down when cutter is not in use.

_____ Cutter properly placed with adequate operating room and away from electrical cords.

_____ Students have received instruction for safe use of cutter.

Stapler

_____ All parts are in good working order.

_____ Students have received information for safe use.

Filing Cabinets

_____ Drawers are kept closed when not in use.

_____ Heavy materials are filed in lower drawers.

_____ All drawers are fitted with secure handles.

_____ Only one drawer is open at one time.

_____ Top of filing cabinet is kept clear of loose materials.

Chairs

_____ Chairs are used only as they were intended.

_____ Swivel chairs are mechanically sound.

MUSIC SAFETY CHECKLIST

_____ The decibel level is controlled within acceptable upper limits in music facilities, particularly instrumental music areas.

_____ Stairs used by students moving with instruments meet all pertinent safety criteria.

_____ Risers are sturdy; stationary seated risers have trim steps to prevent chairs from sliding off.

_____ Storage facilities are neat and orderly.

_____ Electrical cords, receptacles, and other equipment are examined regularly for safety.

_____ Pianos moved frequently are equipped with large casters or are moved on a dolly.

_____ Computers and electrical keyboards are supplied with surge protectors.

PHYSICAL EDUCATION SAFETY CHECKLIST

_____ General safety rules are posted in each physical education area.

_____ Specific safety rules are posted at each danger station.

_____ Adequate instruction in personal safety equipment is provided.

_____ Students are examined for safety knowledge and practices.

_____ Storage facilities are neat and orderly.

_____ Special clothing is used in appropriate areas.

_____ Protective gear is in good condition.

_____ Rings and other jewelry are removed by pupils when in physical education activity class.

_____ Adequate controls are in existence for accounting for safety equipment.

_____ Materials are stored in appropriate locations.

_____ Equipment guards and padding are in place when equipment is in use.

_____ Administration is informed about any dangerous conditions.

_____ Students are not forced to perform when they exhibit apprehension and fear.

_____ Facilities and equipment are repaired.

_____ Students are examined for safety knowledge.

_____ Proper supervision is provided for each activity.

_____ Class size is limited for safety.

_____ Injured students are safely attended to.

_____ First aid station is in physical education facility.

_____ There are adequate first aid supplies.

_____ There is a policy on emergency care.

_____ Forms for writing accident reports are available.

_____ Soap dispensers are provided in shower facilities (no bar soap).

SAFETY CHECKLIST FOR SECONDARY SCIENCE LABORATORIES

This listing is divided into specific categories:

The Laboratory Room — Floor Plan, Design, and Utilities

_____ There are two exits, one near the front of the room and the other near the back of the room.

_____ The exits have a highly visible placard or electrically lighted sign.

_____ Emergency exit procedures are posted, easily read and highly visible.

_____ There is ample counter space for each individual work station; work surface of non-porous, chemical-resistant material.

_____ There are wide aisles to provide movement of equipment, materials cart and passage of people without collisions.

_____ There is a centrally located counter area or table for dispensing materials.

_____ Laboratory room has floor to ceiling forced air ventilation.

_____ A well-lighted lab room and ample GFI grounded electrical outlets are strategically placed at each work station and teacher instructional area so that no extension cords are necessary.

_____ There is a master electrical cut-off switch in the laboratory, readily accessible to the teacher in an emergency.

_____ There is proper arrangement of sinks and water faucets, easily accessible to students working in the area.

_____ There is a master water cut-off valve in the laboratory, readily accessible to the teacher in an emergency.

_____ There is proper placing of gas outlet at each work station so that burners can be placed in position to prevent students from reaching over a lighted burner.

_____ There is a master gas cut-off valve in the laboratory, readily accessible to the teacher in an emergency.

_____ There is a general alarm system which could be a telephone, inter-com, siren or loud bell to inform people in the building of an emergency. In a newly built facility, smoke alarms and an overhead sprinkler system should be installed in the laboratory room.

_____ Teacher has a key to lock the lab room when it is not under supervision.

_____ Safety rules in large print are posted in the lab room.

_____ All emergency procedures are posted and highly visible; e.g., chemical spills.

_____ There is a proper shower facility available for use in an emergency.

_____ There is an approved eye wash station available for use in an emergency.

Safety Equipment that is Built in or Installed or Mounted on the Wall

_____ A proper fume hood is in physical science and chemistry lab rooms where chemicals are used which give off fumes or vapors that are toxic, corrosive, strong irritants or any type of health hazard and organic solvents with highly flammable vapors. The fume hood has the power to move the air upward at a velocity of 100 linear feet per minute.

_____ The fume hood has safety-glass window sashes that pull down easily and have electrical and gas outlets, an overhead light and preferably a small sink. There should be ample work space for several students.

_____ The hood is kept clean and not cluttered or used for storage of chemicals.

_____ There is an approved, overhead mounted safety shower with a highly visible sign showing its location and a visibly marked square on the floor showing its position. Readily accessible from any work station within 10 seconds. Safety showers are present in chemistry and physical science lab rooms.

_____ Face and body drench hose is present in all other science laboratories.

_____ Eyewash fountains present in all science laboratories that will deliver running water for at least 20 minutes. The fountain is easy to activate. Eyes are held open and copiously washed with water for at least 15 minutes; longer is advisable.

_____ There are mounted fire extinguishers of general ABC type. They are accessible to all parts of the room within 10 seconds. A large room may need several fire extinguishers that must be rigorously maintained. The position of the extinguishers must be clearly marked with a highly visible placard.

_____ * Teachers and students know how to use them.

_____ Approved Fire Code fire blankets and their location are identified with a highly visible sign. Teachers are trained to properly use the fire blanket.

_____ Special safety spark-proof refrigerator is present if needed (ordinary household refrigerators are not acceptable).

_____ No food or drinks are placed in a refrigerator used to store chemicals or biological materials.

_____ First aid and fluid spill kits are available and kept supplied.

_____ Appropriate spill kits for acids, bases and organic solvents are kept in a designated position, clearly marked and readily accessible.

_____ There is a very heavy polyethylene or ceramic container, marked "ONLY FOR BROKEN GLASS," lined with a very tough plastic liner to contain the broken glass. The broken glass must be visible to the custodians, who can remove the liner without handling the broken glass.

_____ There are separate containers for paper trash.

_____ Teachers know how to use all the safety equipment.

_____ A sturdy lab cart is available to the teacher for transporting materials.

_____ Teacher notifies the principal and department chair in writing if the necessary safety equipment is not available or if it is not functioning properly.

Personal Protective Equipment

_____ Approved (ANSI:Z87.1) eye goggles are available in the lab room. Chemical splash proof eye goggles are worn in the chemistry lab and by anyone working with chemicals and/or chemically preserved biological specimens. All-purpose approved (ANSI Z87.1) are worn when conducting other biological lab work. Impact resistant eye goggles are worn when

doing mechanical lab activities in physics, physical science and earth science activities. (There may be visitors or other workers present at some time; it is prudent to have several extra pair.)

_____ A means of sanitization, such as a UV sanitizer is required to sterilize the goggles between uses.

_____ A laboratory apron is worn when working with chemicals including specimen preservatives. The apron is made of chemical resistant material; usually rubber or heavy vinyl plastic.

_____ Appropriate protective gloves are worn when working with corrosive chemicals or chemicals that are absorbed through the skin.

_____ Heat-resistant gloves are present and are worn when handling materials that have been heated. Long handled tongs or clamps are available to handle hot crucibles or hot glassware.

_____ Protective leakproof containers are available for use when transporting corrosive chemicals. Acid carriers are composed of heavy polyethylene with an inner ridge structure that holds the container in place and protects it from bumps or blows. These containers work well for bases and other corrosive chemicals. Plastic coated bottles for corrosive chemicals are acceptable.

_____ Special carrying cans with flame arrestor are available for use when transporting flammable materials. Approved metal cans or special heavy polyethylene cans are available.

_____ All chemicals in the lab room are properly labeled, indicating all the hazards of that chemical and stating what precautions should be taken; this includes all protective equipment that must be worn/used. (Detailed labeling applies to chemicals that have been removed from the original manufacturer's container and placed in reagent bottles or other bottles. COLOR CODED LABELS attract attention and alert one that a hazard exists; HEALTH hazards are coded BLUE and then the specific hazard is stated such as TOXIC, CAUSTIC. FLAMMABLE hazards are coded RED, highly reactive chemicals, such as OXIDIZERS are coded YELLOW.)

_____ Only small amounts of flammable chemicals are in the laboratory room and the container is an approved safety container for flammable material.

_____ Poisonous chemicals are locked up in a secure cabinet in the storeroom. Poisonous chemicals with very high health hazards should not be stored/used in the laboratory room.

_____ All chemicals used in the activity, as well as the products formed, are disposed of properly.

Storeroom for Chemicals

_____ The storeroom has a telephone or some means of fast communication so help can be summoned when needed (in addition, a general alarm system serves as an important safety measure).

_____ There is ample space to store the amounts normally kept in stock. Larger containers are placed on the lower shelves.

_____ Aisles are wide enough to easily move around when handling containers of chemicals.

_____ Aisles are kept clear.

_____ The storeroom has floor to ceiling continuously forced air-ventilation, completely changing the air in the storeroom at least four times per hour.

_____ There is an OSHA approved step ladder to reach upper shelves. Hazardous chemicals are not stored on the upper shelves. The shelves have lip edges.

_____ There are two exits. One is near the front, the other near the back to ensure a second escape route. Exits are marked with a highly visible placard or a light.

_____ Chemicals are stored according to their chemical properties. Those chemicals having hazardous properties are stored in special protective cabinets. COLOR CODED LABELS are used.

_____ Flammable chemicals are stored in approved fire-resistant cabinets.

_____ Acids are stored in special corrosive-resistant cabinets (concentrated nitric acid is stored apart from other acids since it is an oxidizing agent).

_____ Strong bases are stored in a separate corrosive cabinet.

_____ Oxidizing agents are stored apart from reducing agents (all fuels are reducing agents).

_____ Storeroom has an easily accessible ABC wall-mounted fire extinguisher. (A smoke alarm is desirable.)

_____ Storeroom has appropriate spill clean-up kits.

_____ If storeroom is used as a preparation area, it has a sink and fume hood.

_____ Water-reactive chemicals are stored where they will not get wet.

_____ All chemicals are properly labeled with hazards indicated as stated by the Texas Hazard Communication Act.

_____ There are no unlabeled containers of chemicals. Old, unstable and deteriorating chemicals are disposed of properly.

_____ Very hazardous or dangerous compounds, if used, are kept in small quantities.

_____ The storeroom is off limits to students and is kept locked.

_____ Personal Protective Equipment, such as goggles, gloves, etc., are available in the storeroom and are used when handling chemicals. Goggles are worn in the storeroom.

_____ Sensitive electronic equipment and optical equipment are not stored in the same room with chemicals.

_____ Special horizontal bins are used to store glass tubing.

_____ Sufficient sturdy carts are available for transporting chemicals and equipment.

_____ Protective equipment such as acid carriers are used to transport corrosive chemicals.

_____ All persons enter the storeroom only when wearing eye protection.

Teacher Preparation Area

_____ A quiet* area with sink and ample counter space is well lighted and ventilated.

_____ A fume hood is in the same area or very close, as is a fire extinguisher.

_____ All the necessary PPE**, such as goggles, gloves, and apron, are available and worn by the teachers as they are preparing solutions.

PROFESSIONAL TECHNICAL EDUCATION SAFETY CHECKLIST

General

_____ Eye, noise, and air filter protectors are provided and used in all required areas.

_____ Approved safety glasses with full side shields are provided.

_____ Approved safety chemical goggles are provided.

_____ Approved plastic face shields are provided.

_____ Demonstration safety shields are provided.

_____ Each student has his/her own personal eye protectors or a maintenance and cleaning program for the classroom set.

_____ Operating instructions are posted for all machines.

_____ Students are wearing protective clothing (e.g., shop aprons or coveralls).

_____ Safety lanes are marked around all machines.

_____ Aisles are clear.

_____ Storage facilities are neat and orderly.

_____ Oily rags are in proper container.

_____ Fire extinguishers are adequate, of proper type and accessible.

_____ Staff and students know how to properly operate the fire extinguishers.

_____ Tools are in proper places (e.g., cabinet; tool room or panel).

_____ Electric cords are coiled and hung in proper place.

_____ All guards are properly on machines.

_____ Documentation of safety instruction and competency testing for each student on each type of tool or machine is easily accessible and kept up-to-date.

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* Teacher can focus attention on the preparation work and not be interrupted or distracted by students.

** Personal Protective Equipment

_____ Laboratory exits are properly marked.

_____ Storage rooms are properly marked.

_____ Approved fire blankets are provided.

_____ First aid or emergency charts are provided.

_____ Eyewash stations are provided.

_____ Eyewash stations are checked regularly to see if they are operable.

_____ All electric outlets are GFI grounded.

_____ Provision is made for proper grounding of all electrical devices.

_____ Compressed gas cylinders are properly secured to prevent tipping.

_____ Sinks are provided.

_____ Fume hoods are provided.

_____ Exhaust fans are provided.

_____ Master cutoff for electricity is accessible.

_____ Floors are nonskid.

_____ Special cabinets store hazardous or flammable chemicals.

Specific Professional Technical areas included are:

Accounting/Financial Systems
Agriculture Science Technology
Child Care
Construction Technology
Electronics Technology
Forestry/Natural Resources
Food Service
Graphics Design and Production
Health Occupations
Home Economics
Hospitality, Tourism, and Recreation
Integrated Technology
Manufacturing Technology
Mechanical Technology
Marketing
Office Systems
Other Professional Technical

TECHNOLOGY EDUCATION

Dear Parents:

As part of the program in our Technology Education lab, your child will have the opportunity to learn proper safety procedures for operating various types of power tools and machinery. We wish to emphasize that before a student is allowed to operate power equipment, each student will receive safety preparation through the use of direct instruction, video reinforcement, books, charts and/or operating procedure lists. Operating procedures will be checked by an instructor and each student will have the best possible supervision while operating the equipment.

Safety is stressed in each of the areas in the Technology Education Department as well as throughout our school. *See the general safety rules on the back of this letter.* Our school has an excellent safety record and emphasizes appropriate procedures and practices that keep students from being injured while in any lab. We must have documented parental permission before allowing students to use any power equipment.

This class may also use video recording as part of the safety training and actual lab activity presentations. We are requesting your permission to video tape your child for class related activities such as safety presentations, project presentations, and for mock job interviews. We must also document parental permission for video taping students.

Please indicate your knowledge and consent of these two types of activities below. If you choose not to give your consent, please contact our department and we will arrange for appropriate alternative activities to assure student success in class.

The Technology Education staff would like to invite you to visit our lab facilities. You are welcome to visit at any time; please check in through the main office.

Sincerely,

Technology Education Department Staff

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SAMPLE PRACTICES — CURRICULUM SAFETY HANDOUTS

The following pages are samples of safety documentation sheets that can be used in Professional Technology or Technology Education programs:

SAFETY RULES
GENERAL

1. Do not enter the shop unless an instructor is present.
2. Eye protection is required when using any power tool/machine, when specified by the instructor, or any other time that there may be danger.
3. Special care must be taken to prevent hair or clothing from interfering with equipment operation.
4. Proper clothing must be worn. Special protective clothing such as shop coats, aprons, gloves, or leather protection must be worn appropriately. Special care must be taken to prevent loose ragged clothing from interfering with equipment operation. Remove loose jewelry before operating equipment.
5. **ABSOLUTELY NO HORSEPLAY IN THE SHOP.** Others can be injured by inappropriate actions.
6. Devote all your attention to the machine or tool you are using.
7. Safety lines are for your protection. Stay behind them unless you are using a machine within the safety line area.
8. Handle tools and materials using appropriate procedures. Do not handle tools and materials unless you have something specific in mind.
9. A clean working area is essential. If a work station in not clean, either clean it yourself or remind the previous operator to clean the area when finished. Leave the work station clean when you are finished.
10. Do not leave any cutting machine (example — band saw or scroll saw) until all motion has stopped.
11. Do not change blades or belts in any equipment. Let the instructor do it.
12. All projects or repairs must be cleared by the instructor. Approval must be indicated on a work order sheet.

BEFORE TURNING ON ANY POWER EQUIPMENT:

* **CLEAN UP** your work area before you start.
* **SET-UP** your work with the proper equipment and accessories.
* **PUT ON SAFETY GLASSES** and other appropriate safety equipment.
* **GET OTHER PEOPLE OUT OF YOUR WORK AREA** — out of the yellow safety lined areas or at least three feet away.
* **ASK THE INSTRUCTOR FOR PERMISSION BEFORE YOU TURN THE TOOL ON** — have your set-up checked and be ready to explain your procedure.

EQUIPMENT OPERATION CHECKLIST

NAME_____ PERIOD_____ GRADE LEVEL_____ NOTEBOOK#_____

1. You are responsible to prepare yourself for safe operation of tools and equipment by direct instruction and by using the media provided for your review.
2. Ask the instructor to test your competence in operating the tools and equipment.
3. You are responsible to have the instructor initial the equipment below to indicate that you have demonstrated proper and safe operation prior to your use.

Tool Name	Teacher's Initials	Date
Portable Tools		
Electric Drill		
Vibrator Sander		
Belt Sander		
Stationary Equipment		
Disk Sander		
Spot Welder		
Wire Wheel		
Buffer		
Bar Folder		
Box and Pan Brake		
Beverly Shear		
Bender		
Slip Roll Former		
Squaring Shear		
Computer Programs		
Word Processing		
Spreadsheet		
Data Processing		
Computer Aided Drafting		
Computer Numeric Control		
Pagemaker		
Other:		
Instructor permission is required each time you use the following:		
Router (Portable)		
Skill Saw (Portable)		
Saber or Jig Saw (Portable)		
Band Saw		
Drill Press		
Scroll Saw		
Electric Miter Saw (Wood)		
Electric Miter Saw (Metal)		
Grinder		
Special Permission is Required		
Table Saw		
Surface Planer		
Jointer		
Arc Welder		
Oxy-Acetylene Welder		
Oxy-Acetylene Cutter		
Radial Arm Saw		
Foundry		
Wood Lathe		
Metal Lathe		
Milling Machine		